



Comprehensive Needs Assessment 2025 - 2026 School Report



Vidalia City
Vidalia Comprehensive High School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Ellis Strobridge
Team Member # 2	Assistant Principal	Steve Freenor
Team Member # 3	Assistant Principal	Corey James
Team Member # 4	Lead Teacher	Melonie Windham
Team Member # 5	Lead Teacher	Elissa Blount
Team Member # 6	Lead Teacher	David McLeod
Team Member # 7	Lead Teacher	Shandra Owens

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Lead Teacher	Gray Meredith
Team Member # 2	Lead Teacher	Kristen Champion
Team Member # 3	Athletic Director	Tommy Dalley
Team Member # 4	Instructional Coordinator	Jamie Sharpton
Team Member # 5	Counselor	Ann Michele Toole
Team Member # 6	Sped. Lead Teacher	Kourtnee Williams
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Governance	Demondrea Wallace
Stakeholder # 2	School Governance	Natasha Farmer
Stakeholder # 3	School Governance	Carl Wardlaw
Stakeholder # 4	School Governance	Kellush Robinson
Stakeholder # 5	School Governance	Amy Williams
Stakeholder # 6	School Governance	Leo Peoples
Stakeholder # 7	School Governance	Leann Royal
Stakeholder # 8	School Governance	Sara Siegmund

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	VHS involved all staff members in developing the Comprehensive Needs Assessment Report. In addition, parents were asked to participate in the needs assessment process. Several teachers served as teacher leaders for the teams to complete each section of the comprehensive needs assessment. Each team was diverse based on perspectives, demographics, content area, and type of stakeholder. The VHS School Governance Team and the VHS Tribal Council meets regularly throughout the year to review and update the plan.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
3. Emerging	<p>Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.</p>	
4. Not Evident	<p>Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.</p>	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.</p>	✓
3. Emerging	<p>The use of available resources to support continuous improvement is inconsistently monitored.</p>	
4. Not Evident	<p>The use of available resources to support continuous improvement is rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	<p>Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.</p>	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	✓
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	<p>The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.</p>	
2. Operational	<p>The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.</p>	✓
3. Emerging	<p>The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	
4. Not Evident	<p>The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>We used surveys from parents, students and community members. The following is a list of surveys we administer throughout the year to gather perception data:</p> <ul style="list-style-type: none"> ● Climate Surveys ● Annual Stakeholder Surveys ● Cognia Accreditation Surveys ● Student Engagement Surveys
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Data suggest communication continues to improve, that parents and students trust and feel supported by staff.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Athletic Title IX report. Club rosters, Collaboration minutes, School Calendar, Guidance Office Data, Awards and honors given to students, schedule and topics, Teachers served as advisors, CTAE Pathway completion</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>The Title IX report, club rosters, and CTAE class enrollment data indicate that most students are actively involved in a variety of school activities. Research consistently shows that students who participate in extracurricular and co-curricular programs experience greater academic and personal success. The school is committed to fostering a supportive environment where every student feels that their involvement—regardless of the activity—is valued and encouraged. Through the use of collaborative teams, common planning periods, professional learning days, RESA consultants, and the new school calendar, teachers have meaningful opportunities to engage in professional collaboration focused on improving student achievement. Continued growth in this area can be achieved through deeper analysis of student data and identifying root causes that impact performance. In</p>
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	<p>addition, implementing and discussing effective student engagement strategies during collaborative sessions will further strengthen instructional practices. Although Milestones data have not been consistent, it is essential to utilize the available data to guide instruction and support students in becoming more proficient. These collaborative processes are critical to ensuring continuous improvement and the overall success of student achievement.</p>
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| <p>What achievement data did you use?</p> | <ul style="list-style-type: none"> ● GMAS ● Graduation rate ● End of Pathway Assessments ● Common Formative and Summative Assessment ● AP Exam Scores ● MAP Data ● SAT/ACT Data ● ASVAB Data ● GA FIT Data |
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| <p>What does your achievement data tell you?</p> | <ul style="list-style-type: none"> ● Proficient and Distinguished GMAS scores in Algebra increased by 14% point, Biology increased by 13%, with Distinguished Learners increased from 2 to 11 students, US History improved 1% points, and American Lit decreased by 11%. ● Our graduation rate improves each year and has been over 90% for several years. ● MAP data is inconsistent. ● 193 students took the EOPA. 128 students passed. ● Student failure rates declined |
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|---|---|
| <p>What demographic data did you use?</p> | <ul style="list-style-type: none"> ● Student enrollment by subgroup and ethnicity ● Attendance ● Discipline ● Special Population Data |
|---|---|

What does the demographic data tell you?

- Economically disadvantage students are more than half of our students.
- We have ESOL students serviced, but it is below the 15% that is reported.
- Being a city school will have an impact on the demographics and financial data. (Such as, low economic housing found within the city limits and most subdivisions are outside of the city limits.)
- The majority of our students have been impacted negatively by Hurricane Helene.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Collaborative teams continue to grow professionally. All staff participate in professional learning on Teacher Clarity and formative feedback. Intervention and extension sessions continue to improve with more focus on extensions to deepen learning for students demonstrating proficiency.</p> <p>Challenges: Building a system of supports for students who demonstrate significant gaps in academic and social behaviors.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We are continuing the shift from a traditional high school to a high performing professional learning community- focusing on learning, collaboration, and results. Teams are more comfortable in the process and are beginning to develop detailed unit plans that address academic behaviors and SDI.</p> <p>Challenges: There are still individual teachers who have not engaged in the process. Our leadership team will be addressing these singleton courses/teachers this year.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>VHS has highly-qualified teachers with a very high retention rate. Administration provides numerous professional learning opportunities as well as time for curriculum development. The climate at VHS is quite positive among teachers and students. Better collaboration needs to occur between administration and teachers. Possibly face to face monthly meetings. We should also do multiple surveys throughout the semester to check on the status of the school climate from teachers and students, making adjustments throughout the year.</p> <p>Building future leaders in building, having time to do professional learning to meet social and emotional needs of students, staff and leaders.</p>

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>VHS creates a welcoming school climate by providing families information related to child development and creating supportive learning environments. Effective school-to-home and home-to-school communication has been established through personal teacher contact and technology, which includes the increased use of social media and inTouch communication system. VHS strives to strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.</p> <p>Challenges: have more academic focused parent engagement events</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Significant steps have been taken to ensure that access for all students has improved, to ensure that teacher teams have the necessary resources to implement Guaranteed and Viable Curriculum, and to provide additional time and support for students who are not learning. Challenge: supporting students with significant gaps in academic and social behaviors.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The ability to serve students and give them access to programs are in place, but there are financial issues that are causing challenges because of the high percentage of economically disadvantaged students.</p> <p>Closing gap in any subgroups? Invention data (RTI scheduler)</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our staff is now able to identify students who are not proficient in academic content areas which resulted improved student achievement in some areas. Students with "will issues" continue to be our most significant challenge.</p>

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>Vidalia High School has highly qualified staff in all instructional areas. Our teachers are committed to working with these subgroups. We also have great support from Central Office in making sure our teachers are getting the training and support they need to continue to meet the needs of these students. Significant investments have been made in coteaching and we feel our coteaching pairs are the strength of our school. We are in year 2 of implementing Specially Designed Instruction.</p>
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Challenges	<p>We are working to identify practices that are not effectively meeting the needs of these learners.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase content mastery in all content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Ensuring our staff takes Collective Responsibility for learning and results Providing Effective interventions for students in need of additional support Working collaboratively to ensure assessments are rigorous and promote student engagement.
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Overarching Need # 2

Overarching Need	Improve student post-secondary readiness.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 3

Overarching Need	System of supports for students with gaps in academic and social behaviors.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	PBIS Systematic interventions Continue "Whisper" Implement Character Strong
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase content mastery in all content areas.

Root Cause # 1

Root Causes to be Addressed	Improve teacher clarity
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Implement high impact instructional practices within Tier 1 instruction with a focus on collaboration, learning targets, criteria for success, specially designed instruction, formative feedback and building high quality summative assessments.
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Root Cause # 2

Root Causes to be Addressed	Improve data tracking processes to identify students who need additional support in Tier 2 and Tier 3.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - Improve student post-secondary readiness.

Root Cause # 1

Root Causes to be Addressed	There is a need to strengthen structures that provide all students with equitable access to information, experiences, and supports that prepare them for post-secondary success.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : L4GA

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent systems and supports for helping students explore and plan for post-secondary options have limited equitable access to college, career, and technical pathways.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Others : Parent Involvement

Additional Responses	
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Overarching Need - System of supports for students with gaps in academic and social behaviors.

Root Cause # 1

Root Causes to be Addressed	A lack of consistent systems to establish, teach, and monitor schoolwide behavior expectations has led to inconsistent student behavior and reduced instructional time.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : L4GA

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	There is a need to strengthen MTSS practices to provide targeted academic and behavioral interventions that better support students with learning and social-behavioral needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Others : Milestones

Additional Responses	
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School Improvement Plan 2025 - 2026



Vidalia City
Vidalia Comprehensive High School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Vidalia City
School Name	Vidalia Comprehensive High School
Team Lead	Ellis Strobridge
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase content mastery in all content areas.
Root Cause # 1	Improve data tracking processes to identify students who need additional support in Tier 2 and Tier 3.
Root Cause # 2	Improve teacher clarity
Goal	By May 2026, increase the percentage of students performing at or above proficiency levels in all tested subject areas by 10%, as measured by Georgia Milestones Assessment data, through targeted instructional interventions, progress monitoring, and data-driven instructional planning.

Action Step # 1

Action Step	Instructional staff will continue the process of reviewing and revising curriculum maps, pacing guides, content units, learning targets, formative and summative assessments, and success criteria with a specific focus on strengthening teacher clarity. This work will take place during job-embedded collaborative team meetings and in-service professional learning days to ensure that instructional goals, expectations, and success criteria are clearly communicated for teacher clarity.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Unit and daily lesson plans Agendas and sign-in sheets and minutes, classroom learning walks and observations
Method for Monitoring Effectiveness	Monitor RTI Scheduler for number of students who receive prevention and intervention.
Position/Role Responsible	Administration, Instructional Coach, Teachers, Counselors
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, GLRS
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Action Step # 2

Action Step	Each department will create an essential standards/skills tracking document.
Funding Sources	Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	tracking documents uploaded to the school hub.
Method for Monitoring Effectiveness	Reduce students needing T2 interventions.
Position/Role Responsible	Administration & Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA consultants, DOE program specialists
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Action Step # 3

Action Step	Each team will continue to use an learning targets/skills tracking document, which will be reviewed at the end of each unit of study.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	classroom observations, Collaborative Team observations, unit and lesson plans
Method for Monitoring Effectiveness	Reduce students requiring t2 interventions
Position/Role Responsible	Administration, Instructional Coach, Teachers, Counselors
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA consultants, GLRS
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Action Step # 4

Action Step	Provide training on best practices at Tier 1 & Tier 2 to increase student engagement and performance.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Walk-throughs, collaborative team meetings, observations, professional learning agenda, sign-in sheets, and minutes
Method for Monitoring Effectiveness	Reduce students needing T2 interventions
Position/Role Responsible	Administration & Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA consultants, GLRS & DOE program implementation specialists provide support for staff professional development.
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Action Step # 5

Action Step	Continue a coherent instructional framework (Instructional Cha Cha's) to improve formative feedback.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Unit and Daily Lesson Plans, SDI, Learning Walks, Classroom Observations, Collaborative Team Observations
Method for Monitoring Effectiveness	Reduce students needing T2 interventions
Position/Role Responsible	Administration, Counselors & Teachers
Timeline for Implementation	Monthly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	All certified staff will participate in job-embedded professional learning on developing daily lesson plans that utilize the instructional framework.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Professional Learning Agendas, Sign-in sheets, minutes
Method for Monitoring Effectiveness	Reduce students requiring t2 interventions
Position/Role Responsible	Teachers, Admin
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	First District RESA, GaDOE
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Action Step # 7

Action Step	All certified staff will engage in ongoing, job-embedded professional learning focused on Specially Designed Instruction (SDI).
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Unit and Daily Lesson Plans, SDI, Learning Walks, Classroom Observations, Collaborative Team Observations, Professional Learning Agendas, Sign-in sheets, minutes
Method for Monitoring Effectiveness	Reduce SWD requiring T2 Interventions
Position/Role Responsible	Teachers & Administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Utilize supplemental programs to effectively progress monitor student learning across all content areas.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Unit and daily lesson plans, staff surveys
Method for Monitoring Effectiveness	program admin reports, assessment data, survey feedback
Position/Role Responsible	Staff, Administration, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	program consultants
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Action Step # 9

Action Step	Plan and implement an increased number of opportunities for students to engage in extended learning, such as a credit recovery program, after-school tutoring, and summer school.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	RTI scheduler, summer school attendance, Edgenuity enrollment,
Method for Monitoring Effectiveness	Number of extensions in RTI scheduler, summer school attendance. Edgenuity data

Action Step # 9

Position/Role Responsible	Administration, Tribal Council
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Continue to train staff in the PLC @ Work Framework, RTI @ Work, and high-impact practices for collaboration.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Collaborative Minutes, Professional Learning Agendas, Sign-in sheets, minutes
Method for Monitoring Effectiveness	T2 Tracking Charts
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	All certified staff will engage in ongoing, job-embedded professional learning focused on enhancing school culture.
Funding Sources	Title V, Part B
Subgroups	Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Professional Learning Agenda, Sign-in sheets, and minutes
Method for Monitoring Effectiveness	climate survey, teacher attendance, student attendance, student ticket sales
Position/Role Responsible	Central Office, Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Increase parent and family engagement by continuing to have a parent and family engagement coordinator at our school to promote staff and parent partnerships. Parent and Family Engagement Coordinators will provide training for staff on building partnerships with parents and families and coordinate with administrators and staff to support parents on how to help improve their child's academic performance.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 12

Method for Monitoring Implementation	Observation of events/parents & staff trainings, feedback from staff, feedback from parents
Method for Monitoring Effectiveness	Student Achievement Data Parent/Family Participation
Position/Role Responsible	District & School PFE Coordinators, Principals, School Staff
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community colleges, Community Organization, Family Connection
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Action Step # 13

Action Step	Engage parents/families in virtual or face-to-face activities that demonstrate and train parents to help their child improve their academic performance while at home.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Activity/program agendas, sign-in sheets, advisement session agendas and schedule
Method for Monitoring Effectiveness	Student achievement data, students and parent feedback
Position/Role Responsible	Teachers, Counselors, Administrators, PFE Coordinator
Timeline for Implementation	Quarterly

Action Step # 13

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	First District RESA, Family Connection, Community Organizations
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Action Step # 14

Action Step	Provide a mentor for all teachers with less than three years experience and any teacher new to our system to ensure the new teachers have a support structure in place as they implement instructional plans and programs as well as student support processes and expectations.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mentoring documentation/logs, classroom observations, units/lesson plans
Method for Monitoring Effectiveness	Student formative and summative assessment data, Informal and TKES observations
Position/Role Responsible	Administration, Teacher Mentor
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	First District RESA
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Action Step # 14

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>First District RESA</p>
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student post-secondary readiness.
Root Cause # 1	Inconsistent systems and supports for helping students explore and plan for post-secondary options have limited equitable access to college, career, and technical pathways.
Root Cause # 2	There is a need to strengthen structures that provide all students with equitable access to information, experiences, and supports that prepare them for post-secondary success.
Goal	By May 2026, increase the CCRPI Readiness Indicator score by 3%, as measured by GaDOE CCRPI data.

Action Step # 1

Action Step	Establish a graduation plan for each 3E pathway.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, Minutes, Lists of students in each E.
Method for Monitoring Effectiveness	Students will be able to articulate their graduation plan.
Position/Role Responsible	Leadership Team
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 2

Action Step	Create a communication plan to increase awareness among students and parents.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Evidence of communication
Method for Monitoring Effectiveness	Students can articulate their graduation plan.
Position/Role Responsible	School Leadership Team, Counselors, Communication Team
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, contracted agency providing evidence-based strategies
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Action Step # 3

Action Step	The team will implement the 3E Graduation Plan Framework (Employ, Enlist, Enroll) by supporting seniors in selecting and declaring a specific 3E pathway aligned to their post-graduation goals.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Guidance, Advisement lessons, RTI scheduler, Graduation Plan
Method for Monitoring Effectiveness	Students will be able to articulate their graduation plan.
Position/Role Responsible	SLT, Counselors, CTAE Dept., Classroom teachers/advisors
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders
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Action Step # 4

Action Step	The team will create and implement a plan to inform underclassmen about each 3E pathway, building awareness and preparation for pathway selection.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Guidance, Advisement lessons, RTI scheduler, Graduation Plan
Method for Monitoring Effectiveness	Students will be able to articulate their graduation plan.
Position/Role Responsible	SLT, Counselors, CTAE Dept., Classroom teachers/advisors
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	All stakeholders
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Action Step # 5

Action Step	
Funding Sources	
Subgroups	
Systems	
Method for Monitoring Implementation	
Method for Monitoring Effectiveness	
Position/Role Responsible	
Timeline for Implementation	

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	System of supports for students with gaps in academic and social behaviors.
Root Cause # 1	There is a need to strengthen MTSS practices to provide targeted academic and behavioral interventions that better support students with learning and social-behavioral needs.
Root Cause # 2	A lack of consistent systems to establish, teach, and monitor schoolwide behavior expectations has led to inconsistent student behavior and reduced instructional time.
Goal	By May 2026, decrease the total number of instructional days missed due to student suspensions by 5%, as measured by school discipline and attendance records, through the implementation of positive behavior interventions, restorative practices, and consistent monitoring of student behavior data.

Action Step # 1

Action Step	Continue to use Tier 1 instruction to implement academic and social behavior skills in all classrooms.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Discipline Referrals, RTI Scheduler, Guidance Data
Method for Monitoring Effectiveness	reduce Level 2-4 referrals
Position/Role Responsible	Administration, Counselors, PBIS Team
Timeline for Implementation	Quarterly

Action Step # 1

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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Action Step # 2

<p>Action Step</p>	<p>Implement a structured rewards and recognition program that regularly celebrates students for meeting academic, attendance, and behavior goals, promoting a positive school culture and encouraging continued success.</p>
<p>Funding Sources</p>	<p>Title V, Part B IDEA Perkins</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Purchases, List of students who qualify for rewards/incentives, V Bucks, Celebration Attendance</p>
<p>Method for Monitoring Effectiveness</p>	<p>Reduce Level 2-4 referrals</p>
<p>Position/Role Responsible</p>	<p>Administration, Bookkeeper, PBIS Team</p>
<p>Timeline for Implementation</p>	<p>Quarterly</p>

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>RESA & GLRS Consultants, local crisis agencies</p>
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA & GLRS Consultants, local crisis agencies
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Action Step # 3

Action Step	The intervention team will continue to identify students needing additional support and monitor their progress.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Agenda, minutes, RTI Scheduler, progress monitoring data
Method for Monitoring Effectiveness	Decrease number of Level 2-4 Referrals, Decrease number of students needing remediation and/or intervention sessions.
Position/Role Responsible	Administration, Intervention Team
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Local counseling and mentoring services
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Action Step # 4

Action Step	Continue implementing WHISPER by establishing a third cohort.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	RTI Scheduler, WHISPER events, Guidance data
Method for Monitoring Effectiveness	Reduce number of students seeking social/emotional support in guidance
Position/Role Responsible	Administration, Counselors,
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	WHISPER Coordinator
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Action Step # 5

Action Step	Implement Character Strong curriculum to improve school climate and reduce the need for reactive social/emotional interventions by proactively supporting students' character development and well-being.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Character Strong lessons
Method for Monitoring Effectiveness	Reduce number of students seeking social/emotional support in guidance, School Climate survey
Position/Role Responsible	Administration, Counselors, classroom teachers/advisors
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Implement programs and activities that support and promote safe and healthy schools curriculum in grades K-12 to include behavior and classroom management programs, DARE and drug awareness programs and events, and sexual abuse awareness and prevention programs, implementing procedures outlined in each school's Emergency Plan.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation	Activity and program curriculum guides/plans, lesson plans, agendas, observations
Method for Monitoring Effectiveness	Teacher, student, and parent climate surveys, Percent participation of required students
Position/Role Responsible	Administration, Teachers, Counselors,
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Vidalia Police Department, DARE Coordinator, Resource Officer, EMA
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>In developing this plan, we sent out needs assessment surveys to parents, staff, community/business leaders, reviewed state surveys, and held meetings in the school to allow stakeholder input. Once the data was collected we developed a team that consisted of all the various stakeholders and went through the data and survey results.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>In the spring, leadership teams, along with administrators, review the master schedule and class assignments to ensure that low-income and minority children are not served by ineffective (as rated by TKES), out-of-field, or inexperienced teachers at disproportionate rates in their daily academic class schedule. We also review student schedules from the previous year to insure low-income and minority children are not served at a disproportionate rate in comparison to their peers in back to back years.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Vidalia High School has worked collaboratively to establish a guaranteed and viable curriculum in Algebra, Geometry, Biology, Environmental Science, US History, Government, 9th and World Literature. Collaborative teams are engaging in ongoing cycles of formative and summative assessments, and provide systematic prevention and intervention for students who need additional support.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point</p>	<p>Vidalia High School does not receive Title I funding.</p>

system) that uses the objective criteria to rank all students.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Vidalia High School does not receive Title I funding.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>At the middle school level, we have business and computer science classes where teachers provide instruction and information on universities, technical colleges and other college/career opportunities in our community and surrounding communities. Student also learn business skills (Microsoft Office, time mgmt, punctuality, leadership skills). We also have a Career Discovery Class where students learn about different careers as well as work skills, such as teamwork and communication. Speakers from various businesses in our community come in and speak to students throughout the school year. We also provide Future Fridays where eighth grade students participate in field trips to places of higher education or job sites. Career Lessons are part of the activity period each Friday and provide insight to a variety of careers to increase student interest. We also participate in the DUKE TIP program. GCIS completion and have accelerated (high school course) courses for eighth grade students where they receive high school credit.</p> <p>We ensure that transition plans are in place for all students entering the ninth grade, including our special education population to ensure that opportunities to be college or career ready are provided for all subgroups. To transition to the high school, all students receive a teacher advisor who remains with them throughout their high school career. They work with administration and counselors to ensure that each student has a 3E Graduation Plan (Employ, Enlist, Enroll), review and set goals and expectation and provide a resource for students who need guidance. They provide transcript evaluations, execute post-secondary surveys, provide information and discuss HOPE, provide college entrance exam information and college application information along with guidance counselors overview and input. Dual Enrollment (DE) flyers are sent home to all high school students each year. Military Recruiters give the ASVAB and make campus visits as well as work with Officers who guide our JROTC program. Monthly, we have college representatives on campus to engage interest and answer questions, we host the PROBE fair for ourselves and surrounding high schools to afford a lot of college and businesses the opportunity to speak to Junior and Seniors. We host the Georgia Student Finance Commission Representative as he provides Financial Aid</p>
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	<p>Workshops/Parent Night Information Sessions as well as FAFSA workshops to parents and students. Locally, we have Southeastern Technical College (STC) and provide field trips for students to see what the school has to offer as well as attend the STC career Day. We also have all Sophomores take the PSAT so the information can be used by the students to help guide their educational career. We also provide work-based learning at the high school level to provide another opportunity to prepare students to be college or career ready. In addition, we also provide a high school transition class to those students identified as needing additional supports based on attendance, behaviors, academics, and counselor/teacher/administrator recommendations. We have yearlong math for freshmen identified through testing data and teacher recommendation to have skills gaps in math, and we offer yearlong English to sophomores identified through testing data and teacher recommendations to have skill gaps in reading.</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Vidalia High School will implement Rep the V (PBIS) program to teach essential social and academic behaviors and will create a school intervention team to monitor our schoolwide system of supports. The discipline matrix has also been restructured to more appropriately identify those behaviors handled in the classroom and those to be handled by administration. Administration has implemented additional disciplinary consequences such as lunch detention and community service.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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Vidalia City School District

Parent and Family Engagement Policy

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).



About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, Vidalia City Schools (VCS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe VCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. VCS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

Beginning in Spring 2025, the district and schools held annual stakeholder meetings in which all parents were invited to participate and share suggestions to strengthen the District Parent and Family Engagement Policy for the 2025–2026 school year. Parents were notified of these meetings through school communications and announcements posted on the district website.

During the meetings, parents reviewed and discussed both the Consolidated LEA Improvement Plan (CLIP) and the School Improvement Plan. In addition, each Title I school utilized its School Governance Team to review the District Parent and Family Engagement Policy prior to the conclusion of the 2025–2026 school year.

Following final revisions, the District Parent and Family Engagement Policy was incorporated into the CLIP and submitted to the Georgia Department of Education. Parents are encouraged to provide feedback on the policy at any time through the district website or by submitting written comments to their child’s school. All input received by **September 29, 2025**, was reviewed and considered during the revision process.

To ensure accessibility, the district will distribute this policy by posting it on district and school websites, making copies available in parent resource centers, sharing it during annual Title I school meetings each fall, and emailing the link to all parents in a format and language that is clear and understandable.

Communications

Vidalia City Schools, in collaboration with each school, maintains consistent communication with families and the community about district and school events through multiple platforms, including phone and text messages, emails, social media, newsletters, and flyers. Information is provided in English and, when possible, in other languages through written communication, meetings, conferences, and family engagement events. To encourage participation, events are offered at varied times and in different formats to accommodate family schedules, and child care or transportation is provided when identified as a barrier to participation. In addition, opportunities for regular meetings are available upon request to give parents a chance to share input, ask questions, or discuss their child’s academic progress.

Strengthening Our School

This year, the district and school Parent and Family Engagement (PFE) Coordinators will work collaboratively to provide technical assistance and ongoing support to all Title I schools. Together, they will ensure that all family engagement requirements are met and that meaningful strategies and activities are effectively implemented to foster strong partnerships between families and schools.

Title I schools will receive regular updates, notifications, and resources from both the Title I Director and District PFE Coordinator to strengthen and enhance family engagement efforts. In addition to consistent communication and on-site visits, the district and school PFE Coordinators will participate in monthly meetings and training sessions with Title I principals to review, monitor, and refine each school’s family engagement plans and activities.

Reservation of Funds

Vidalia City Schools will reserve one percent of the total Title I funds received for the 2025–2026 school year to fulfill the parent and family engagement requirements outlined in this policy and as mandated by federal law. Of this amount, 90 percent will be distributed to Title I schools to support local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an effective family engagement budget that aligns with its needs assessment and incorporates parent input.

Beginning in the spring of 2025, each Title I school will hold stakeholder meetings to gather parent suggestions on how family engagement funds should be used at both the district and school levels for the upcoming year. In addition, parent surveys will be emailed and posted on district and school websites to collect feedback regarding school improvement and family engagement. Comments, written suggestions, and meeting minutes from these sessions and surveys will be reviewed by the district to identify areas of need and guide revisions to the family engagement budget.

Parents are encouraged to share suggestions at any time by contacting the Federal Programs Director at the district office.

Opportunities for Meaningful Parent Consultation

Input and feedback from parents, families, and community partners play a vital role in the development of both district and school improvement plans each year. All parents of students eligible to receive Title I services are invited to participate in two annual meeting opportunities described in this section. During these meetings, parents are encouraged to share ideas and suggestions that support the district, schools, and students in achieving academic success and meeting established performance goals.

District Stakeholder Meetings~ 2026

Stakeholders are invited to participate in stakeholder input meetings hosted by Vidalia City Schools to review and provide feedback on the district's Parent and Family Engagement Policy and the Consolidated LEA Improvement Plan (CLIP) for the 2026–2027 school year. During these meetings, participants will have the opportunity to hear updates from the district and share suggestions to strengthen family and community engagement. Notices about the stakeholder input meetings will be sent to parents in advance.

In addition, all parents will receive an evaluation survey to provide feedback on family engagement efforts and to share input that will help guide the development of future district and school plans.

School Improvement Parent Forums ~ May, 2026

Each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the schoolwide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as email and social media posts to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Unable to attend these meetings?

Click [Here](#)

to review the meeting documents and minutes and leave your input.



Scan the code with your smartphone or tablet to access family engagement information from the [Vidalia City Schools](#) website.



Annual Title I Meeting~ August-September, 2025

At the beginning of the school year, all Title I schools will host a meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I.

School-Parent Compacts

As part of this plan, all Title I schools, along with our families will jointly develop school-parent compacts in order to build and develop a partnership to help our students the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, and reviewed at parent/teacher conferences.

Building Capacity

Vidalia City Schools will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, VCS will implement a variety of family and community engagement initiatives. The PFE meets with the family engagement team and building administrators to plan events throughout the school year that focus on training parents on how to help their child learn at home. This initiative supports teachers and families as they partner to address academic goals through at-home learning activities.

Of Parents - Vidalia City Schools will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to student learning, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding how to access the parent portal and digital learning resources. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

The district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and other materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish or other understandable languages.

Vidalia City Schools will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten sign-up days, Middle and High School Transition Nights, and College and Career activities so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - Vidalia City Schools will conduct trainings during the school year for principals to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. Vidalia City Schools Family Engagement Coordinator will work with school leaders to train the entire school staff to engage parents in their child's learning. The purpose of staff training is to coordinate the sustainability and growth of family engagement initiatives in the district.

To ensure that information related to district, school, parent programs, and engagement activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and family engagement meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents. In addition, district and school staff will respond to parent requests for reasonable support for family engagement activities.

Parent and Family Engagement Evaluation

Each year, VCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in April, each Title I school will send home a survey and email or post a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school

websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs parents of children eligible to receive Title I services to design strategies for more effective family engagement.

VCS will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with program coordinators and directors to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by Vidalia City Schools on September 30, 2025 and will be in effect for the 2025-2026 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

Mark Your Calendars

For Parents

Annual Parent Survey
February-March 2026

Parent Forums
April-May 2026 (TBA) –
Local school site

District Stakeholder Meetings
April 2026 (TBA) –
Vidalia City BOE

For Schools

Engaging Leaders Training
March 2026 –
Vidalia City BOE

Parent Advisory Committee Meetings
Once per month on school
calendar for 2025-2026

